DOCUMENT RESUME

ED 101 099 CE 002 842

TITLE A Research and Development Project to Design a System and Supporting Materials, to Provide an Adult Performance Level (APL) in Four Major Sub-Areas for Adult Basic Education.

INSTITUTION Texas Education Agency, Austin. Div. of Adult and Continuing Education.; Texas Univ., Austin. Div. of Extension.

PUB DATE Nov 72

NOTE 75p.; A preliminary report prepared for the Adult Performance Level State Directors Advisory Conference (November 2-3, 1972)

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

DESCRIPTORS Adult Education Programs; *Adult Literacy; Communication Skills; Community Resources; Consumer Economics; *Daily Living Skills; Educationally Disadvantaged; *Educational Objectives; *Educational Research; Functional Illiteracy; Government (Administrative Body); Health; *Identification; Interpersonal Competence; Laws; Occupational Information; Problem Solving; Transportation

ABSTRACT

In accordance with the national aims for adult literacy programs, an Adult Performance Level (APL) project was devised whose primary goal was to produce sequential tests of APL objectives derived from the requirements of adult living in four major areas: reading, writing, computation, and general knowledge. To document these abilities and skills that minimally performing adults must have and to identify characteristics distinguishing the successful from the nonsuccessful functioning adult, field interviews were conducted with 49 individuals in 25 State and Federal agencies and foundations whose work related to minimally performing adults. A nationwide field test was conducted which, together with the earlier interviews and a literature search, enabled project personnel to identify nine general areas in which minimally performing adults must be able to function. Objectives and tasks were assigned to each of the nine areas. The general knowledge areas are: occupational knowledge, consumer economics, health, community resources, government and law, and transportation. Basic skill areas are: communication skills, problem solving techniques, and interpersonal dynamics. (A 10-page bibliography is included.) (AG)

ED101099

A RESEARCH AND DEVELOPMENT PROJECT TO DESIGN A SYSTEM AND SUPPORTING MATERIALS, TO PROVIDE AN ADULT PERFORMANCE LEVEL (APL) IN FOUR MAJOR SUB-AREAS FOR ADULT BASIC EDUCATION

PRELIMINARY REPORT

PREPARED FOR THE

ADULT PERFORMANCE LEVEL STATE DIRECTORS

ADVISORY CONFERENCE

NOVEMBER 2-3, 1972

PREPARED BY THE

DIVISION OF ADULT & CONTINUING EDUCATION

TEXAS EDUCATION AGENCY

AND THE

DIVISION OF EXTENSION

THE UNIVERSITY OF TEXAS AT AUSTIN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE000 2842

TABLE OF CONTENTS

	Page
National Aims for Adult Literacy Programs	1
Adult Performance Level	2
Purpose of APL Project	3
APL Project Goals and Procedures	5
Specifying Basic Adult Living Requirements	5
APL Steering Committee	6
Field Survey	7
Regional Conferences	8
Performance Objectives and Criterion Referenced Tests	9
Nationwide Data Collection	10
Test Site Selection	11
Training Test Administrators	11
Administration of Testing	12
Data Processing	12
Data Analysis	13
APL Goals, Objectives, and Tasks	14
General Knowledge Areas	15
Occupational Knowledge	15
Consumer Economics	15
Health	15
Community Resources	15

Summary of 13 m

Product

Page

Government and Law 15

Transportation 15

Basic Skills Areas 15

Communications Skills 16

Problem Solving Skills 16

Interpersonal Dynamics 16

Instructional Objectives and Tasks 16

Appendix 51

NATIONAL AIMS FOR ADULT LITERACY PROGRAMS*

In support of the National Right to Read Effort, the Division of Adult Education Programs has adopted the following definition of adult literacy:

> The challenge is to foster through every means the ability to read, write, and compute with the functional competence needed for meeting the requirements of adult living.

The emphasis of this definition is in its final phrase, "requirements of adult living." These requirements must be determined by an analysis of adult living rather than by the common practice of attaching a grade equivalence to them. Existing grade equivalents cannot be effectively adapted to adult needs. This is not to say that school curricula do not prepare students for adult roles, but rather it says that the forms in which school curricula are derived, their detailed content and the way in which they are presented to school attendees are not applicable to adult learning frameworks. A system of adult education must derive its own specific aims and have its own adult based curricula, methodologies, and materials. This system is necessary because both the characteristics of adult learners and the frameworks within which they learn differ radically from those found in the formal school system.

This definition of adult literacy must be elaborated into specific aims. The definition together with this elaboration will then become the objective of what historically has been called "Adult Basic Education."

* This section is quoted directly from materials supplied by the Office of Education as part of their Request For Proposals.

Aims expressed in the Adult Basic Education Act of 1966 as amended provide a broad framework of objectives, leaving much room for elaboration. The framework does, however, provide terms of reference. Specifically, ABE is to be occupation-oriented, provide tools for coping with adult responsibility and relate to adult reading, writing and computational skills, requisite for adult living. The Act delimits the scope of ABE by removing specific skill training from its purview.

In expanding these aims, the following principles should be applied:

1. Objectives should be stated in terms of levels of competency to be attained;
2. These levels should derive from predetermined adult living requirements, not grade school achievement levels;
3. Levels should be expressed in terms of tasks;
4. In articulating the aims, regional differences throughout the country should be accommodated;
5. Aims should involve a graduated scale commencing with a minimal level.

Adult Performance Level

The ultimate aim of ABE is to achieve an Adult Performance Level (APL) commensurate with the requirements of adult living. The APL has four knowledge and skill components:

1. Adult Reading Level (ARL)
2. Adult Writing Level (AWL)
3. Adult Computational Level (ACL)
4. General Knowledge Variables (GKV)

Any adult person (age 16 and above) unable to perform at the minimal level included in any one of these four is to be considered in educational terms as functionally lacking.

Purpose of APL Project

The APLs determined by this project together with the definition of adult functional literacy will constitute the objectives of a system of adult basic education. They also will determine the target population of adult basic education in that they imply that any person, age 16 and above whose proficiency is less than that specified in the first APL, is a potential participant in adult basic education programs. Furthermore, all subsequent adult syllabuses and curricula will be based on the APL and will derive from it, not from school curricula.

The products of this initial project and their primary uses will be:

1. Articulation of aims of adult basic education as they relate to individual and societal needs.

   This will provide State ABE programs and other federally supported adult education efforts with an adult society-based set of aims for programs at all levels of ABE.

2. Determination of adult requisite levels of functioning and Adult Performance Level (APL) encompassing reading, writing, computation, and knowledge variables.

   For the first time systems of adult basic education throughout the country will be given clearly articulated and detailed terms of achievement supplanting the grade level achievements in current usage.

3. Determination of the tasks involved in APL.

This will provide syllabus and curriculum planners and developers with clear terms of reference.

These three products are essential to the development of an effective Nationwide Adult Right to Read Effort. They will provide the basis of an system of adult education which will be implemented through a national conference and regional conferences thrusting State Directors of Adult Education into leadership roles involving business, industry, education, and volunteer and community service organizations in each state. This system will further permit coordination of the 32 different federal programs having basic education components for adults. These programs representing federal expenditures of several hundred million dollars must be coordinated if an effective nationwide effort is to become reality.

APL PROJECT GOALS AND PROCEDURES

The Division of Adult and Continuing Education, The Texas Education Agency is directly responsible for and monitors all phases and operations of the Project. The Division of Extension, The University of Texas at Austin is the prime sub-contractor and has carried out all research and operational aspects of the Project.

The primary goal of this Project is to produce sequential lists of APL objectives which are derived from the requirements of adult living in four major areas: reading, writing, computation and general knowledge. In order to produce these sequential lists of APL objectives, the following procedural steps were required.

1. Identification of societal requisites and the identification and/or development of related APL objectives.
2. Development of criteria and measures of performance relative to these objectives.
3. Nationwide data collection for validating and sequencing the the objectives and performance criteria measures.
4. Processing of data collected from nationwide field testing.
5. Data analysis and production of lists of sequential APL objectives and revision of performance criteria and test packets.

Specifying Basic Adult Living Requirements

A prime assumption on which the APL Project research design was based was that a prime source of knowledge on minimum adult performance

Subject to Challenge

level criteria exists in the experiences, accumulated data, and reports of professionals dealing with the minimally performing adults. These professionals primarily represent the state and federal agencies that operate programs dealing with the underemployed, the handicapped, and the socially or culturally disadvantaged.

API Steering Committee. A Steering Committee was formed to provide general guidance to the Project research staff in the identification of Adult Performance Levels, to submit input in determining minimal societal requisites for adult living, and to review other Adult Performance Level input for validity and integrity.

The APL Steering Committee was appointed by the Division of Adult and Continuing Education. Several service agencies and foundations were contacted and the following representatives agreed to serve on the Committee:

Mr. Grant Burton, Director
Public Health Education
Texas Department of Health

Mr. Howard Masdeu
Director-Coordinator
Texas Youth Council

Mr. Everett Merrell
Superintendent of Technical Support
Texas Employment Commission

Mr. John Miller
Administrative Assistant to the Executive Director
Texas Educational Foundation

Mr. Ralph Mock (Chairman)
Director of Program Planning
Division of Adult and Continuing Education
Texas Education Agency

Mr. Bud Reed
Industrial Consultant
Texas Industrial Commission

Mr. Wayne Rodgers
Assistant Attorney General
Consumer Protection Division

Mr. L. C. Rouse, Jr., Director
Financial Services Division
Department of Public Welfare

Mr. Dan Sheehan, Chief
Program Analysis
Statistical Research
Department of Mental Health
and Mental Retardation

Mrs. Patricia Smith
Field Consultant
Texas State Library

Mr. James Sutton
Consumer Credit Commission

Mr. Doyle Wheeler
Assistant Deputy Commissioner
for General Programs
Texas Rehabilitation Commission

Field Survey. An extensive field survey of state and federal agencies and foundations was conducted in order to document the abilities and skills that minimally performing adults must have to become successful in our society and to identify those characteristics which distinguish the successful from the non-successful functioning adult. Specifically, the survey focused on identifying those requisite skills and abilities which can be taught and learned within the context of an adult education program.

Interviews were conducted with 49 individuals from 25 different state and federal agencies and foundations whose work related to minimally performing adults. (See Appendix.) Those persons interviewed provided literature, studies, and comments relevant to the Project. This information was supplemented with a number of articles discovered in a general search of the literature. (See Appendix for Bibliography.)

The information gathered from the interviews, the studies, and the literature was organized into nine categories: (1) general occupational knowledge; (2) health; (3) consumer economics; (4) transportation; (5) problem-solving abilities; (6) communication skills; (7) interpersonal relationships; (8) utilization of community organizations; and (9) understanding civil society. Within each of these nine categories, the

information was organized into two basic parts. The first part described specific characteristics which separate the successful from the unsuccessful minimally performing adult; the second part described the training programs within the categories that have been offered and that were currently being offered to minimally performing adults.

Regional Conferences. Four Regional APL Conferences were conducted. The Southwest Regional Conference was held in Atlanta, Georgia; the Central Regional Conference in Chicago, Illinois; the Northeast Regional Conference in Stowe, New Hampshire; and the Western Regional Conference in San Francisco, California.

At the Southwest Regional Conference, participants included State Adult Education or State Adult Basic Education Directors, representatives from other state agencies dealing with minimally performing adults, and members from the private sector, such as directors of personnel or training from business and industry. The Southwest Conference was a specially-called meeting for the express purpose of reviewing the APL test packets which had been developed.

When the Regional and State Directors in the remaining regions were contacted about setting up special called meetings, they stated that Regional ABE Meetings were already scheduled and that they did not want to attend a second special meeting. Therefore, arrangements were made to include a presentation about the APL Project and to review the APL test packets as part of the regularly scheduled ABE Regional Meetings. The ABE Regional and State Directors were requested to review the test packets carefully when they returned home and to send their suggestions and recommendations to the APL Project Office.

Performance Objectives and Criterion Referenced Tests

A search of the literature produced the reports of the National Assessment Program. These reports described an approach for developing performance objectives and criterion referenced tests for measuring these stated performance objectives. It appeared that a similar approach would be appropriate for developing Adult Performance Level objectives and test criteria.

The APL Project Director set up a meeting with the National Assessment Program Staff in Denver, Colorado. They provided the APL Project with a complete set of their reports, gave permission to use selected tests they had produced, and made arrangements to conduct a training session in Austin for the APL Project Staff. Training was conducted on the processes and procedures used in: (1) developing performance objectives; (2) constructing criterion referenced tests for the stated objectives; (3) administering the tests; and (4) processing the data obtained.

The research and development already accomplished by the National Assessment Program greatly increased both the quality and quantity of Adult Performance Level criteria which could be produced in the time limit of this Project.

Preliminary information gathered was used by the APL Project Staff to develop the first lists of objectives and the related test instruments utilizing performance referenced criteria. These lists of objectives and the four APL test packets were developed and then revised by: (1) pilot testing them with ABE students in the Austin ABE

Learning Center; (2) submitting them for review to the APL Steering Committee; (3) submitting them to national review by presenting them for examination at the four Regional Conferences; and (4) revising and pilot testing them again with various adult groups in Texas.

Based on the pilot testing and the Texas and national reviews, revisions were made in the lists of objectives, the wording of several test exercises, and many of the test items. It was found that some of the wording was not communicating what was intended or was too difficult, some items did not seem relevant to the students, there were too many test items (test packets were too long), certain items did not take into account dissimilarities across differing ethnic groups, certain items might be considered offensive to some groups, and that it was necessary to read the test exercises to the students when reading was not the objective being measured.

The APL test materials consisted of: (1) a set of Instructions for Test Administrators; (2) a set of Demographic Data Sheets; (3) a packet of Reading Exercises; (4) a packet of Writing Exercises; (5) a packet of Computation Exercises; (6) a packet of General Knowledge Exercises; and (7) a set of Objectives for each of the four APL test packets (see Appendix).

Nationwide Data Collection

A major problem confronting the Project was that of obtaining suitable subjects for nationwide field testing in order to determine levels of difficulty for the stated performance objectives and their

criterion referenced test items. It was decided to try and make arrangements for testing subjects in at least two states in each of the four Regions, attempting to get a range of subjects in terms of ethnicity, education, employment, and urban-rural status.

Test Site Selection. Personal contacts were made with many of the Regional and State ABE Directors during the Regional Conferences. They were requested to identify three to six local programs which they believed would cooperate and which would provide population samples representative of the state's urban-rural and ethnic populations. In addition to the personal contacts, letters and sample test packet materials were sent to State Directors not contacted at the Regional Conferences.

Thirty State Directors agreed to assist and helped secure testing sites. Seven states were not contacted, six refused to participate, five were agreeable but were unable to participate because their programs had all closed for the current year, and three agreed to participate but never supplied any information.

As soon as a State Director identified local programs, letters were sent to the local Program Directors followed by a personal phone call. The local Directors were: (1) given background information on the APL Project; (2) given information as to what was required to accomplish the field testing; (3) promised training for their staff in administering the test packets; and (4) requested to participate in the field testing. (See Appendix for list of participating sites.)

Training Test Administrators. When each local Director agreed to participate in the field testing, arrangements were made for one of

the APL Project Staff to travel to the test site and train the local ABE Staff in administering the APL test packets. The test administrators were given a brief orientation to the APL Project and instructions for administering the test packets. They were also given sets of the APL test packets and familiarized with their contents.

Administration of Testing. Following the training of the local test administrators, APL test packets were mailed to the local test sites. The local Directors were responsible for seeing that the tests were administered and mailed back to the APL Project Office. Complete test packets with demographic information were returned for processing on 4015 persons.

Data Processing

The data processing design included provisions for: (1) scoring and coding the APL test packets as they were returned; (2) keypunching the data for computer processing; (3) determining the statistical analyses to be performed; and (4) arrangement for computer processing.

The scope of work included in the data processing design called for:

1. Scoring -- basic item-analysis; development of subscores for Reading, Writing, Computation, General Knowledge.
2. Standard Descriptive Statistics -- means, percentiles, measures of variation by item and by subscore, bivariate plots.
3. Analysis of Relationships Among Items -- primarily crosstables (x^2), multiple linear regression, factor analysis, and multiple discriminant analysis.

4. Analysis of Relationship of Item Scores and Subscores to the "Independent Variables" of the Study -- income, educational level, sex, occupational status, ethnicity, and geography. Statistical techniques are those listed in items 1-3 above, plus the analysis of variance.

Data Analysis

Data processing has been completed and data analysis is currently underway. Performance objectives and test items are under revision based on the findings of the field test. By examining the relationship of test item performance to a set of criteria for success in adult life (income, education, and job status), a tentatively validated set of requirements for adult life has been produced for each of the six general knowledge areas. These requirements, stated in terms of goals, objectives, and tasks, are the primary product of the first year of work on the APL Study.

APL GOALS, OBJECTIVES, AND TASKS

The primary product of this Project is the lists of APL Goals, Objectives, and Tasks which were developed for use by those persons developing and/or conducting adult literacy programs.

The Project identified nine general areas in which minimally performing adults must be able to function. Six of these have been classified as general knowledge areas and three as basic skill areas. For each general area, the Project staff developed instructional goal statements, a set of performance-based objectives relative to each goal statement, and a set of performance-based tasks necessary for achieving each stated objective.

In order to be successful in our society, an adult must achieve a minimum level of competency (performance) within each of these areas. This Project attempted to identify specific knowledge, abilities, and skills that define the minimum level of performance within each area. No specific knowledge, skill, or ability within any one area will distinguish the successful from the unsuccessful minimally performing adult. Each area is interrelated with the other areas. The knowledge, skills, and abilities that an adult possesses within a specific area overlap with knowledge, skills, and abilities in other areas. One of the most important characteristics of the successfully performing adult is his ability to relate knowledge, skills, and abilities associated with one area with those of another.

The findings of this Project indicated that the basic skill areas play a major role in defining the minimum level of performance within each of the general knowledge areas. The attainment of the basic skills in themselves do not distinguish the successful from the unsuccessful; however,

the application of these skills within each general knowledge area help define the minimum level of performance that an adult must obtain.

General Knowledge Areas

The general knowledge areas are listed below with their instructional goal statements.

Occupational Knowledge. The adult will be aware of the means by which he can enhance his ability in an economic and occupational environment.

Consumer Economics. The adult will know how to manage a family economy, and will have an awareness of sound purchasing practices.

Health. The adult will know the basic requirements for maintaining personal and family safety, and will have an awareness of the procedures for maintaining good health and correcting health problems.

Community Resources. The adult will have an understanding of community resources, and will know how to contact and make use of those resource organizations appropriate to his needs.

Government and Law. The adult will know the purpose of government and law in a society and will have an understanding of governmental functions, agencies, and regulations which define his rights, and obligations, as a member of society.

Transportation. The adult will have an understanding of transportation systems, and will be able to discern and use the mode of transportation appropriate to his needs.

Basic Skill Areas

The basic skill areas are listed below with their instructional goal statements.

Communication Skills. The adult will communicate in both social and business situations using spoken and written language.

Problem Solving Techniques. The adult will be able to recognize existing problems and, using available resources, develop working solutions for them.

Interpersonal Dynamics. The adult will be aware of and demonstrate the ability to purposefully utilize the processes of interpersonal dynamics in business and social situations.

Instructional Objectives and Tasks

Instructional objectives with related tasks have been developed under the headings of the six general knowledge areas. Since the three basic skills areas play a major role in defining minimum performance levels in each of the general knowledge areas, instructional objectives and tasks were developed within each of the general knowledge areas rather than separate from them. It is also believed that combining basic skills training with general knowledge training will prove more practical for instruction and be more acceptable to adult students.

The following lists of objectives and tasks were developed specifically for those persons planning, developing, or revising curriculum for adult literacy programs.

BEST COPY AVAILABLE

AREA OF NEED:

OCCUPATIONAL KNOWLEDGE

GOAL: To be aware of the means by which mobility in an economic environment can be enhanced.

BEST COPY AVAILABLE

1. OBJECTIVE: To associate words and symbols encountered in all phases of the area of occupational knowledge with their meanings.

TASKS:

OK-1. Using words commonly found in employment applications, on the job, etc., to associate the word with its meaning.

OK-2. To pronounce the words used in OK-1.

OK-3. To read the words used in OK-1.

OK-4. To write (print and cursive) the words used in OK-1.

OK-5. To spell the words used in OK-1.

OK-6. Using the materials in OK-1 to list abbreviations employed and to write the words for which the abbreviations stand.

2. OBJECTIVE: To know the various sources that may lead to employment.

TASKS:

OK-7. To list at least eight sources that may lead to employment.

OK-8. Using newspapers to read employment ads.

OK-9. Using employment ads in a newspaper, to mark those ads which are sponsored by government agencies, commercial employment agencies and private employers.

OK-10. To write in sentence form the differences in procedure and oblibations between applying for employment sponsored by government agencies, commercial agencies and private employers.

OK-11. Using samples of employment opportunity ads found in post offices, union halls and on factory bulletin boards to read the ads.

BEST COPY AVAILABLE

3. OBJECTIVE: To choose employment according to recognized personal attributes, needs and interests.

TASKS:

OK-12. To list the closest place where battery aptitude, achievement and interest tests can be taken.

OK-13. To discuss the aspects of taking tests.

OK-14. Using the results of tests in OK-12 which are actually taken, to write in sentence form individual interests and area(s) of aptitude.

OK-15. To list felt interests and aptitudes.

OK-16. To write in sentence form the areas in which felt interests and aptitudes differ from those revealed by the tests in OK-12 and to speculate why tests revealed something different than that which is felt.

OK-17. To list in outline form personal needs to be met by employment; types of employment which are of interest and those which are not of interest; types of employment for which the individual has an aptitude and those for which the individual has no aptitude; and personal experiences related to employment.

OK-18. Using employment ads in newspapers to mark those opportunities which could be applied for based on the list in OK-17.

OK-19. Using the list in OK-17 to write a resume suitable for the needs of employment application.

OK-20. Using the list in OK-17 to write in paragraph form the procedures for gaining employment for which there is interest, but no aptitude or training.

4. OBJECTIVE: To establish criteria by which to evaluate job opportunities.

TASKS:

OK-21. Using state employment commission literature to read and list criteria by which job opportunities can be evaluated.

BEST COPY AVAILABLE

OK-22. Using the list in OK-21 to order the criteria in terms of personal need.

OK-23. To verbally explain the ranking in OK-22.

OK-24. Using newspaper employment ads to rate on a scale from 1-5 job offers in conformance with the criteria listed in OK-21.

5. OBJECTIVE: To prepare for job applications.

TASKS:

OK-25. Using the resources of a personnel officer from industry or an agent from a state employment commission to list in the proper order the steps to be taken when applying for employment.

OK-26. To fill out various sample employment forms correctly and completely.

OK-27. In group discussion to list the preparations for employment interviews including appropriate sources of references.

OK-28. In a role-playing situation to be interviewed for employment in formal and informal settings.

OK-29. In a role-playing situation to conduct formal and informal interviews for employment.

OK-30. Writing a business letter including personal data, experiences, aptitudes and goals, to request application forms and/or appointments for interviews.

OK-31. In group discussion to list the various tests that may accompany employment applications and to list the appropriate or inappropriate attitudes suggested for test taking.

6. OBJECTIVE: To know standards of behavior for various types of employment.

TASKS:

OK-32. Using the resources of a personnel officer from industry or an agent from a state employment commission to discuss the standards of conduct and dress in various fields of employment.

BEST COPY AVAILABLE

OK-33. To read printed safety rules from various areas of employment.

OK-34. In a role-playing situation to ask employer or supervisor for increased benefits and special privileges.

OK-35. In a role-playing situation to react to various situations in which there is potential conflict with fellow employees on the job.

OK-36. Using pamphlets from labor unions which explain union benefits and obligations to underline the main ideas.

OK-37. In group discussion to list several personal and family factors which may inhibit employment and to discuss ways in which these obstacles can be overcome including the practicality of part-time employment.

OK-38. To discuss in a group various avenues of advancement in several job areas and the methods and requirements for such advancement.

OK-39. To write in business letter form, letters of resignation.

OK-40. Using various forms of labor contracts to read and underline the main points.

7. OBJECTIVE: To know the financial and legal aspects of employment.

TASKS:

OK-41. Using payroll statements to calculate hourly wages, piecework rates, percentage of tax deductions, social security deductions, insurance deductions, etc.

OK-42. To apply for a social security card and to change names at the time of marriage or divorce.

OK-43. To write a letter requesting social security information.

OK-44. Using social security booklets to read and underline the main ideas.

BEST COPY AVAILABLE

OK-45. Using social security booklets to calculate amounts of money paid in and numbers of quarters needed to be covered by social security.

BEST COPY AVAILABLE

AREA OF NEED:

CONSUMER ECONOMICS

GOAL: To handle a family economy and demonstrate an awareness of sound purchasing practices.

BEST COPY AVAILABLE

1. OBJECTIVE: To associate words and symbols encountered in all phases of consumer economics with their meanings.

TASKS:

CE-1. To associate commonly used words and signs with pictures or diagrams that describe various areas of consumer economics (Suggested areas: real estate (rent), packaged labels (food, clothing, fabric, appliances), store names, aisle markers, utilities, financial, household).

CE-2. To pronounce the words used in CE-1.

CE-3. To read the words used in CE-1.

CE-4. To write (print and cursive) the words used in CE-1.

CE-5. To spell the words used in CE-1.

CE-6. Using samples of paper and coin monies to count to various limits.

CE-7. Using samples of paper and coin monies to make change by mathematical operations.

CE-8. Using tables of weights applied to specific consumer economic examples to convert amongst tons, pounds and ounces.

CE-9. Using tables of linear measures applied to specific consumer economic examples to convert amongst yards, feet, and inches.

CE-10. Using rulers and yardsticks to calculate the areas of surfaces and volumes of rooms and appliances.

CE-11. Using the terms gallons, quarts, ounces, cups and pints, to calculate volumes.

2. OBJECTIVE: To manage a household efficiently.

TASKS:

CE-12. Given a prepared checklist by the instructor dealing with home ownership versus house rental versus apartment rental

BEST COPY AVAILABLE

and dealing specifically with such facts as average area rental costs, utilities, home loan down payments, monthly loan payments, taxes, transportation to job costs, repairs, etc. to check those groups of housing information most appropriate to needs.

CE-13. In a role-playing situation to conduct conversations involving typical relations with repairmen, sales personnel, agents, and landlords.

CE-14. Using community resources to seek reliable help in reading and interpreting lease agreements, insurance policies, guarantees, contracts and deposits.

CE-15. In a role-playing situation to order the installation of a telephone and utilities.

CE-16. In group discussion to list the needs of various members of a household (food, clothing, space).

CE-17. In group discussion to list the areas and the articles in the house to be cleaned and the most efficient supplies and methods for cleaning.

CE-18. Using the price listed in catalogues and newspapers of new and used furniture and appliances to write the price and name of the article.

CE-19. To calculate the difference in prices of new and used furniture listed in catalogues and newspapers.

CE-20. Using lists of articles of furniture to label those which are essential and luxury in given situations.

CE-21. Given various sets of needs and resources to use lists of items of furniture and appliances and their prices to select those items most appropriate to the given set.

CE-22. Using community resources to list areas that teach the making and repairing of household items and clothing.

CE-23. Using pictures or the actual items to install or connect fuses in fuse boxes, batteries in lights, radios, and toys, Christmas lights.

BEST COPY AVAILABLE

CE-24. Using community resources to list the areas that teach simple appliance repair.

3. OBJECTIVE: To shop with preparedness and economy.

TASKS:

CE-25. To write shopping lists for food and household necessities.

CE-26. Using prepared shopping lists to write the prices of items in several different stores and to note the type of store (wholesale, retail, etc.) and whether the store has trading stamps, etc.

CE-27. Using lists of common items (food, gasoline, dry goods, etc.) to write the various brand names, and their prices and quantity from labels in a given store.

CE-28. Using the quantities and prices for a given item from CE-27 to calculate the difference in price per unit between brands.

CE-29. Using the quantities and prices of different sizes for a given brand to calculate the price per unit to determine the difference in price per unit.

CE-30. To meet with a resource person (engaged by the instructor) to discuss grades and quality of meat.

CE-31. Using odometer and gallons of gasoline figures to calculate gas mileage for private cars.

CE-32. To calculate the cost from a point to the store mentioned in CE-26 by several means of public transportation and private transportation.

CE-33. Using the prices in CE-32 and the prices in CE-26 to calculate the cheapest places to shop from a given point.

CE-34. Using several advertisements from a newspaper to choose those which advertise seasonal goods.

CE-35. Using a calendar to mark the times when seasonal items from a prepared list would be on sale.

BEST COPY AVAILABLE

CE-36. In group discussion to list several gimmicks used in sales and advertising.

CE-37. In role-playing situations to imitate several types of techniques used by sales persons.

CE-38. To meet with a home demonstration person to discuss the advantages and disadvantages of buying foods marketed by various methods.

CE-39. Using pictures or the actual items to choose those foods which are good and bad by appearance.

CE-40. Using menus obtained from several restaurants to read the various kinds of food and the terms that describe its preparation.

CE-41. Using menus obtained from several restaurants to calculate the total price for various numbers of people.

CE-42. Using the prices from CE-41 to approximate the amount of tip that would be expected.

CE-43. To go as a group to a restaurant and to order and pay for a meal.

CE-44. Choosing from a set of possible occasions (e.g., work, parties, funerals, and including weather variables) the student will match pictures of modes of dress and accessories.

CE-45. Using consumer guides to read the type of information provided.

CE-46. Using consumer guides to write the initial cost for preselected items.

CE-47. Using consumer guides to list the average amount of repair-free use for items listed in CE-46.

CE-48. Using consumer guides to calculate the estimated average cost for usual repairs over given periods of use.

BEST COPY AVAILABLE

CE-49. Using the facts for items listed in CE-46 through CE-48 to choose the best buy determined by initial cost, durability and estimated repair cost.

CE-50. Given lists of uncooked and left-over foods to write the proper storage methods for each item listed.

CE-51. Given lists of clothing and fabrics to write the proper storage methods for each item listed.

CE-52. Using samples of sales tags to calculate the total cost of items after sales taxes have been computed and added in.

4. OBJECTIVE: To identify and locate information concerning the type of insurance available.

TASKS:

CE-53. In discussion with a resource person to write notes of explanation about various kinds and conditions of insurance.

CE-54. Given a list of descriptions of various automobiles, to write the type and amount of coverage best suited to each.

CE-55. Given a list of descriptions of various homes and their furnishings to write the type and amount of coverage best suited to each.

CE-56. Given rates and values of different types of life insurance to choose those which best meet needs and resources.

CE-57. Given a list of different health insurance plans including rates, benefits and limitations to select the best plan according to prescribed needs and resources.

5. OBJECTIVE: To plan money management.

TASKS:

CE-58. Using the telephone to contact three banks to ask for information about the kinds of checking account services they provide and to write in outline form a description of the services and their charges.

BEST COPY AVAILABLE

CE-59. To list the advantages and disadvantages of checking accounts.

CE-60. Using samples of blank checks to fill out personal checks.

CE-61. Using cash and samples of checks made out to a person to calculate amounts and fill out sample deposit slips.

CE-62. Given sample entries of deposits and checks written to calculate the balance in a checking account.

CE-63. To list the sources of loans available in the community.

CE-64. To write in sentence form a description of the types of loans available.

CE-65. To compute interest rates involved in various types of loans.

CE-66. To complete a facsimile of an application for a loan.

CE-67. To select the best loan according to needs, given rates of interest and condition of various loans.

CE-68. To list the places that issue money orders and their respective charges.

CE-69. Using samples to fill out money orders.

CE-70. To write in simple sentences the differences between certified checks and money orders.

CE-71. To list several places that will cash checks and to note their respective charge systems.

CE-72. Using samples of W-2 forms to read and to mark the figures that apply to items given by the instructor.

CE-73. Using representative samples of forms, receipts, etc., to list the various necessary and beneficial items used in filling out income tax.

BEST COPY AVAILABLE

CE-74. Using the instructions that come with income tax forms, to read the instructions and fill out sample federal and state income tax forms with supplied data.

CE-75. Using receipts, payroll slips, medical records, insurance policies, bank statements, etc., to write in paragraph form the methods and precautions for keeping permanent and temporary records.

CE-76. To fill out sample mail order forms to order goods selected from catalogues.

CE-77. To list various ways to pay for things.

CE-78. To list the factors considered in credit ratings.

CE-79. Using samples to fill out applications for charge accounts.

CE-80. Using tables of money owed and corresponding minimum monthly payments to determine payments for various given amounts of money owed.

CE-81. Given cash values of several items and interest rates to calculate amounts of interest.

CE-82. Using the data in CE-81 to calculate the difference between paying cash for items and buying on credit.

CE-83. To list the factors that should be considered in making weekly, monthly, and yearly budgets.

CE-84. Given various amounts of income and lists of needs and luxuries to prepare weekly, monthly and yearly budgets.

BEST COPY AVAILABLE

AREA OF NEED:

HEALTH

GOAL: To know the basic requirements for maintaining personal and family health and safety, and the procedures for correcting health problems.

BEST COPY AVAILABLE

1. OBJECTIVE: To associate words and symbols encountered in all phases of health with their meanings.

   TASKS:

   H-1. To associate commonly used words and signs with pictures or diagrams that describe various areas of health (Suggested areas: communicable diseases, nutrition, food preparation, home safety, first aid, cleanliness, medicines, environmental hazards, simple cures, professional care, drugs, alcohol and tobacco, child care, recreational safety, danger and warning symbols, measurement).

   H-2. To pronounce the words used in H-1.

   H-3. To read the words used in H-1.

   H-4. To write (print and cursive) the words used in H-1.

   H-5. To spell the words used in H-1.

2. OBJECTIVE: To meet personal and family health needs.

   TASKS:

   H-6. To prepare a list of physical and health attributes which the individual would like to find in others.

   H-7. To prepare a list of physical and health attributes which the individual would not like to encounter in others.

   H-8. Using a list of favorable attributes prepared by another, to note which attributes pertain to good health practices.

   H-9. From discussions with a Land Grant College Home Economics Extension Agent to write in outline form the acts and traits necessary for good personal hygiene.

3. OBJECTIVE: To plan meals according to needs and resources.

   TASKS:

   H-10. To contact a Land Grant College Home Economics Extension Department to arrange for an agent to come into the home to offer

BEST COPY AVAILABLE

health and nutrition planning suggestions based on personal needs and resources.

H-11. From a group of sample meal plans prepared by the instructor, to select the one which is most balanced.

H-12. To prepare a list of foods which are commonly eaten in the individual's home and using that list to prepare a balanced menu.

H-13. Given a list of foods in each basic food group, to rank them in terms of cost.

H-14. Using the index of a cookbook to find recipes for foods given by the instructor.

H-15. Using dictionaries to write definitions of unknown words encountered in recipes.

H-16. Using an unfamiliar recipe to read and verbally explain the procedure to the instructor and to test it in the home.

H-17. Using several recipes from cookbooks, to calculate amounts of ingredients required for numbers of servings varying from those indicated.

H-18. Using a calorie counting chart, to calculate the number of calories in menus previously prepared.

4. OBJECTIVE: To recognize and prevent common diseases.

TASKS:

H-19. To write brief descriptions of symptoms of at least three diseases known by direct experience.

H-20. Using a list of names of diseases to match each disease with its symptoms from given groups of symptoms.

H-21. From discussions with a Land Grant College Home Economics Extension Agent to write in outline form the names, symptoms and preventive measures of common diseases.

BEST COPY AVAILABLE

H-22. Using Land Grant College Home Economics Extension pamphlets to read descriptions of various diseases, to list and write descriptions of their symptoms.

H-23. For the diseases listed in H-22, to write descriptions of their preventions.

H-24. Using the list of diseases from H-20, to write the ages suggested for their immunization, where to go for immunization, and the frequency of boosters.

H-25. To list circumstances when a doctor should be consulted.

H-26. In a role-playing situation to render aid or comfort, according to circumstances, induced by adverse effects of alcohol or drugs.

5. OBJECTIVE: To apply first aid in emergencies.

TASKS:

H-27. Using a Red Cross representative to demonstrate and discuss first aid.

H-28. To read a standard first aid manual and underline the important points.

6. OBJECTIVE: To know areas that supply birth control information.

TASKS:

H-29. To list the names, addresses, and telephone numbers of those in the community who could supply scientific birth control information.

7. OBJECTIVE: To avoid conditions which foster environmental hazards.

TASKS:

H-30. To discuss with a Land Grant College Home Economics Extension Agent potentially hazardous conditions in every-day life.

H-31. Using newspaper and magazine articles and notes taken from television and radio broadcasts to list ecological problems.

BEST COPY AVAILABLE

H-32. Using the information from H-31 to list in outline form the problems which the individual can help solve and ways in which he might be effective.

H-33. Using the information in H-31 and H-32 to write in paragraph form suggestions on how those problems beyond an individual's control may be met.

H-34. Using a list of potentially dangerous items and areas in the home to write in sentence form precautionary measures for each item in the list.

H-35. To read pamphlets on pest control and to underline the main ideas.

H-36. To read pamphlets describing common diseases found in household pets and to underline the main ideas.

H-37. In group discussion to list potential areas of hazards in the community and precautions to be taken in each area.

H-38. Using the list of community hazards in H-37 to write the names of persons and agencies that can be effective in removing the hazard.

8. OBJECTIVE: to react with aid and comfort to other individuals in times of stress and change.

TASKS:

H-39. In a role-playing situation to render aid to persons suffering from various physically or mentally induced impairments (epilepsy, blindness, mental retardation, etc.).

H-40. In a role-playing situation to act out the moods of a person at various stages in his life when changes are taking place and in times of crises and to react as an adult to the various life stages and moods.

H-41. To discuss as a group the individual interactions in H-40 and to criticize each interaction in terms of the effect upon the individuals involved.

Ii-42. To discuss arrangements and obligations that need to be met in times of crisis or death.

AREA OF NEED:

UTILIZING COMMUNITY RESOURCES

GOAL: To be aware of community resources and to be able to contact and make use of those resource organizations appropriate to needs.

BEST COPY AVAILABLE

1. OBJECTIVE: To associate the names of the various community agencies which fall under a given category (Suggested categories: health, finance, legal aid, housing, employment, public transportation, recreation, education, service clubs and organizations, consumer protection) with their services and functions.

   TASKS:

   CR-1. To verbally name the agency in the community which matches the definition of services or functions suggested by the instructor.

   CR-2. To read the names of the agencies in CR-1.

   CR-3. To write (print and cursive) the names in CR-1.

   CR-4. To spell the names in CR-1.

   CR-5. Given the list of names in CR-1, to write their abbreviations.

   CR-6. Given the name of a category (e.g., health), to verbally suggest agencies within the community which might apply to that category.

2. OBJECTIVE: To use the telephone directory and the telephone.

   TASKS:

   CR-7. Using names from a telephone directory to list them in alphabetical order.

   CR-8. To find a specific name in the white pages.

   CR-9. To use the index to the yellow pages to determine page numbers for given categories.

   CR-10. To find a specific name in the yellow pages.

   CR-11. Simulating a local call; long distance call; long distance call -- collect; long distance call -- billed to third number.

BEST COPY AVAILABLE

3. OBJECTIVE: To identify and locate sources of information.

TASKS:

CR-12. Given the names of some community resources to list at least three sources of information which supply the telephone numbers.

CR-13. Given the names of some community resources to list at least two sources of information which supply the addresses.

CR-14. To list community announcements given on radio, television or local news programs and to discuss in a group their substance.

CR-15. In group discussion to list locations (town hall, churches, etc.) of bulletin boards in the community and explain the information they provide.

4. OBJECTIVE: To locate and use the library facilities available in the community.

TASKS:

CR-16. To verbally give the location of the library(ies) in the community.

CR-17. To obtain a library card.

CR-18. Using a diagram of material location in the library, to write the names of the areas and to list the types of material each contains.

CR-19. Given a list of subjects, titles and authors, to use the card catalog to locate the materials.

5. OBJECTIVE: To write a letter requesting information from a community agency.

TASKS:

CR-20. To write a letter to a community agency requesting written information concerning the services provided.

CR-21. Using the material obtained in CR-20, to read the information and underline the main ideas.

AREA OF NEED:

GOVERNMENT AND LAW

GOAL: To understand governmental functions, agencies and regulations which define individual rights and obligations of a member of society.

1. OBJECTIVE: To associate words and symbols encountered in the area of government and law with their meanings.

TASKS:

GL-1. Given lists of words and symbols to associate those words and symbols with their meanings.

GL-2. To pronounce the words used in GL-1.

GL-3. To read the words used in GL-1.

GL-4. To write (print and cursive) the words used in GL-1.

GL-5. To spell the words used in GL-1.

2. OBJECTIVE: To register to vote and to know voting procedures.

TASKS:

GL-6. In group discussion to list the circumstances in which public voting takes place and the qualifications for voting in each circumstance.

GL-7. Using sample voter registration forms to write required information.

GL-8. To discuss with the instructor places of voter registration.

GL-9. To register to vote at a place of voter registration.

GL-10. To call the nearest tax assessor's office to ask, so as to be clearly understood by the agent, the place of voting determined by his address or box number.

GL-11. To verbally explain to the instructor the location of the individual's voting place.

GL-12. To discuss in a group the procedures to follow at the time of voting in each circumstance listed in GL-7.

GL-13. Using sample ballots to orally read the names of candidates and propositions so as to be clearly understood by the instructor.

GL-14. Using sample ballots to discuss the functions of the offices which appear on the ballot.

3. OBJECTIVE: To apply for licenses (marriage, animal, business, driver's, vehicular, sporting) and to know the circumstances when they are needed.

TASKS:

GL-15. In group discussion to list the occasions when the licenses are necessary and the reasons for the necessity of each license.

GL-16. In group discussion to list the sources that can provide information regarding the agencies that issue each type of license.

GL-17. In telephone conversation with the agencies mentioned in GL-16 to ask for information regarding application procedures, requirements, fees, term of license, and renewal procedures and to list the information in outline form.

4. OBJECTIVE: To identify the government agency responsible for servicing individual and community needs.

TASKS:

GL-18. In discussion with the instructor to list services (fire and police departments, health departments, sewer departments, welfare agencies, food programs, social security offices, schools, military services) provided by government at various levels.

GL-19. In group discussion to list personal and community service needs that can be met by government at various levels.

GL-20. Writing in sentence form to match the government services in GL-18 that can meet the needs in GL-19.

5. OBJECTIVE: To have an understanding of how government services are financed.

TASKS:

GL-21. Using government savings bonds payment tables to determine the worth of various bonds at various dates after purchase.

GL-22. Using various interest rates on city bonds to calculate amounts of interest at various dates after purchase.

GL-23. Using income tax tables to calculate tax rates for various amounts of earnings and numbers of dependents.

GL-24. Using excise, property, and sales tax rates to calculate principles on which various tax amounts are based.

GL-25. To list and define in sentence form taxes commonly encountered by the individual.

GL-26. Using pie and bar graphs to calculate the individual's proportional contribution to each area of spending, given the total amount of federal tax money paid by the individual.

GL-27. In a group discussion to verbally summarize the sources of government money and relate them to government services.

6. OBJECTIVE: To understand the restrictions and protections afforded by laws normally encountered in daily life.

TASKS:

GL-28. To list several areas (tax, voting, etc.) in which laws apply.

GL-29. Using the list in GL-28 to write examples of common situations in which laws apply.

GL-30. In group discussion to relate the various aspects of everyday life with laws that inhibit and/or protect these activities.

AREA OF NEED:

TRANSPORTATION

GOAL: To understand transportation systems and to discern and use the mode of transportation appropriate to needs.

BEST COPY AVAILABLE

1. OBJECTIVE: To associate signs and symbols employed in describing vehicular, pedestrian, and locational aspects of public transportation by using verbal and written forms.

   TASKS:

   T-1. To associate commonly used words and signs with pictures or diagrams that describe transportation modes, use, and location (bus, train, boat, etc.; Stop, Go, No Smoking, etc.; left, right, North, South, etc.).

   T-2. To pronounce the words used in T-1.

   T-3. To read the words used in T-1.

   T-4. To write (print and cursive) the words used in T-1.

   T-5. To spell the words used in T-1.

   T-6. Given a brochure (list or pamphlet) from the Department of Public Safety, to associate pedestrian and vehicular signs and symbols with their meanings.

   T-7. Given pictures or diagrams of transportation connected signs and symbols to verbally explain their meanings so as to be comprehended by the instructor.

   T-8. Given pictures of signs indicating public transport route stations (such as bus stops, subway entrances, train lanes, etc.) to associate verbal explanations with the given sign.

2. OBJECTIVE: To measure time by the use of time-indicating devices.

   TASKS:

   T-9. Using a clock or facsimile to read various times in hours, minutes and seconds and meridian reference.

   T-10. Using a calendar to read various dates in years, months and days.

   T-11. Using tables to relate the units of time of T-9 and T-10.

T-12. Using subtraction and addition to calculate differences in time in hours, minutes and seconds.

T-13. Using subtraction and addition to calculate differences in time in years, months and days.

T-14. Using subtraction and addition to calculate differences in days and hours.

T-15. Using a map of the United States to name demarked time zones.

T-16. Using clocks or facsimiles labeled by time zone and given the time of one clock to determine corresponding times of the others.

3. OBJECTIVE: To locate points of departure or interest by giving and executing oral directions.

TASKS:

T-17. Using tapes of public address announcements from bus, train, and airplane terminals, to list departure areas specified by vehicle number (identification).

T-18. Using tapes of public address announcements from bus, train, and airplane terminals, to list departure areas specified by departure time and places of destination.

T-19. In a role-playing situation to ask and give directions, as to be clearly understood by peers and instructor, to nearest bus and/or subway terminal and route stop in a city setting.

T-20. In a role-playing situation to ask and give directions, which include points of transport departure, transfer and destination, as to be clearly understood by peers and instructor, to points of interest (park, buildings, etc.) in a city setting.

4. OBJECTIVE: To use transportation schedules by reading and locating items for calculating distances, time, and fares.

TASKS:

T-21. Using bus, train, subway, ship and airplane schedules to list all the departure and arrival times between two cities.

BEST COPY AVAILABLE

T-22. Given the departure and arrival times between two cities, to use bus, train, subway, ship and airplane schedules to write the corresponding numbers and identification (if any) of the bus, train, subway, ship and airplane.

T-23. Given bus, train, subway, ship and airplane schedules to list the fares between various places.

T-24. Given bus, train, subway, ship and airplane schedules to calculate by subtraction distances or times between two points.

T-25. Using schedules of at least two different modes of public transport to calculate total fares and total time between two points by addition.

T-26. Given various distances and rates for initial and subsequent mileage, to calculate taxi fares by multiplication and addition.

5. OBJECTIVE: To identify and locate sources of information for specific transportation needs.

TASKS:

T-27. Using the yellow pages of telephone book, to list telephone numbers of at least one bus, train, ship, and airlines company, travel agency, and travel association.

T-28. Using lists of the services provided by the sources in T-27 to relate the transportation information source with the service.

T-29. Using lists of transportation needs to relate the information source with the given need.

6. OBJECTIVE: To identify and contact data sources to verbally request needed information.

TASKS:

T-30. Simulating a telephone call to a bus or subway company, to request specific intra-city route information so as to be comprehended by the instructor.

T-31. Simulating a telephone call to a travel agency and a bus, train, ship and airplane company to request specific inter-city route information so as to be comprehended by the instructor.

BEST COPY AVAILABLE

7. OBJECTIVE: To locate points of departure or interest by use of maps and diagrams.

TASKS:

T-32. Using a city map as a reference, to mark highways, streets (one-way and otherwise), buildings, parks, rivers, etc.

T-33. Using a city map to orient self in reference to maps and from that point to verbalize concomitant turns to a given place using directions of left, right, north, south, etc.

T-34. Using a city map, to locate various transportation terminals and route stops.

T-35. Using a city map, to locate various points of interest within the city.

T-36. In a role-playing situation to trace a route on a diagram of a small city area to bus or subway terminal and/or route stop from various points within the diagrammed area.

T-37. In a role-playing situation to trace a route on a diagram of a small city area to points of interest from various points within the diagrammed area.

8. OBJECTIVE: To travel between two places with exclusive reference to maps.

TASKS:

T-38. Using a city map to trace at least three alternate routes between two places in the city.

T-39. Referring to the alternatives of T-38 to choose the best route determined by time criteria and to list in topical form the factors leading to that choice (one-way streets, thorough fares, fewer turns, etc.).

T-40. Referring to the alternatives of T-38 to choose the best route determined by distance criteria and to list in topical form the factors leading to that choice (fewer turns, streets, line, etc.).

T-41. Using a state map to trace at least two alternate routes between a rural town and the nearest city.

T-42. Referring to the alternatives of T-41 to choose the better (best) route determined by time criteria and to write an explanation of one paragraph of the factors leading to that choice (freeway, no towns, etc.).

T-43. Referring to the alternatives of T-41 to choose the better (best) route determined by distance criteria and to write an explanation of one paragraph of the factors leading to that choice (freeway, no towns, etc.).

9. OBJECTIVE: To make verbal and written transport and overnight accommodation reservations.

TASKS:

T-44. Writing in proper form a grammatically correct, actual letter to a state tourist or travel agency requesting information for travel to and overnight accommodations in a given area stating details of location, distance, time and person.

T-45. Simulating a telephone conversation to make verbal reservations with a bus, train, ship or airplane company stating details of time, place, persons, and cost so as to be clearly understood by the instructor.

T-46. Writing in proper form a grammatically correct, hypothetical letter to a hotel, motel, inn or camping ground to make overnight accommodations stating details of time, place, persons, and cost.

10. OBJECTIVE: To select the most appropriate mode of transportation determined by need and available resources.

TASKS:

T-47. Writing in topical form to list the circumstances under which car pools may be formed and their advantages and disadvantages.

T-48. Writing in topical form to list the factors that should determine the choice of routine transportation between two points in a city setting.

T-49. Writing in topical form to list the factors that should determine the choice of transport between two points in an interstate situation.

T-50. Writing in topical form to list the factors for choosing one of two in the following sets of given modes of routine transport between two points in a city setting: private car vs. bus or subway; car pools vs. bus or subway; bicycle vs. car; taxi vs. bus.

T-51. Writing in topical form to list the factors for choosing one of two in the following sets of given modes of transport between two points in an interstate setting: private car vs. bus; bus vs. train; train vs. airplane; private car vs. airplane.

T-52. Using the topical lists of T-50 and T-51 to write at least 3 grammatically correct and logically sequential paragraphs which state the problem, discuss the advantages and disadvantages of each mode of transport compared, and conclude why one mode was chosen over the others.

FIELD SURVEY

INTERVIEWS

1. Burgess, John L., Director, Division of Consumer Protection, Consumer Credit Commission, Austin, Texas. Interview on January 26, 1972.

2. Burton, Grant, Director of Health Education, Texas State Department of Health, Austin, Texas. Interview on February 2, 1972.

3. Brock, Jerry, Assistant Commissioner, Consumer Credit Commission, Austin, Texas. Interview on January 26, 1972.

4. Caldwell, Reginald, Director, New Careers Program, Austin, Texas. Interview on February 4, 1972.

5. Carmichael, Jack, Manager, Health and Human Resources Division, Texas Department of Mental Health and Mental Retardation, Austin, Texas. Interview on January 28, 1972.

6. Carnes, Woody, Associate Professor of Special Education, The University of Texas, Austin, Texas. Interview on January 31, 1972.

7. Cleland, Charles C., Professor of Special Education, The University of Texas, Austin, Texas. Interview on January 31, 1972.

8. Cooney, Anne, Assistant Professor of Special Education, The University of Texas, Austin, Texas. Interview on February 2, 1972.

9. Darsey, Terry, Assistant Director, Community Business Assistance Council, Austin, Texas. Interview on January 26, 1972.

10. Eirkman, E. F., Industrial Safety Director, Bureau of Labor Statistics, Austin, Texas. Interview on February 11, 1972.

11. Embree, Royal B. Jr., Professor of Educational Psychology, The University of Texas, Austin, Texas. Interview on February 3, 1972.

12. Fisher, Stuart, Director of Office Planning and Coordination, Texas Department of Mental Health and Mental Retardation, Austin, Texas. Interview on January 28, 1972.

13. Frizzel, Francis, Director of Performance Services, Child and Family Services of Austin, Austin, Texas. Interview on February 4, 1972.

14. Galbreath, James, Director of Vocational Training, Austin State School, Austin, Texas. Interview on February 3, 1972.

15. Grubb, Herbert W, Manager, Division of Management Science, Office of Information Services, Office of the Governor, Austin, Texas. Interview on January 28, 1972.

16. Guempel, John, Associate Commissioner for Occupational Education, Texas Education Agency, Austin, Texas. Interview on January 28, 1972.

17. Harmer, William R., Director, Learning Disabilities Center, The University of Texas, Austin, Texas. Interview on February 2, 1972.

18. Harris, James, Personnel Director, Austin State School, Austin, Texas. Interview on February 1, 1972.

19. Hinojosa, Victor, Assistant Superintendent, Austin State School, Austin, Texas. Interview on January 28, 1972.

20. Holtzman, Wayne G., President, Hogg Foundation for Mental Health, The University of Texas, Austin, Texas. Interview on February 1, 1972.

21. Jackson, James, Operations Director of Special Programs, Texas Rehabilitation Commission, Austin, Texas. Interview on January 26, 1972.

22. Jennings, Charles, Planning Coordinator, Human Opportunities Corporation, Austin, Texas. Interview on February 3, 1972.

23. Kattner, Eric, Director, Community Business Assistance Council, Austin, Texas. Interview on January 24, 1972.

24. Leeds, Anthony, Professor of Anthropology, The University of Texas, Austin, Texas. Interview on February 2, 1972.

25. Majewski, George, Personnel Director, Human Opportunities Corporation, Austin, Texas. Interview on February 4, 1972.

26. Malas, Bob, Owner, Management Services Incorporated, Austin, Texas. Interview on February 11, 1972.

27. Masden, Howard, Coordinator, Texas Youth Council, Austin, Texas. Interview on February 8, 1972.

28. Matthaei, Nadine, Social Worker, Child and Family Services of Austin, Austin, Texas. Interview on February 4, 1972.

29. Mentor, Mary, Planning Coordinator, Model Cities, Austin, Texas. Interview on February 3, 1972.

30. Miller, Norman, Director of Project Upward Bound, Houston-Tillotson College, Austin, Texas. Interview on February 8, 1972.

31. Mock, Ralph, Program Director, Adult Basic Education, Texas Education Agency Austin, Texas. Interview on January 28, 1972.

32. Moore, Carolyn, Office of the Governor, Division of Planning Coordination. Interview on January 28, 1972.

33. Owen, Robert, Chief, Consumer Protection Division, Attorney General's Office, Austin, Texas. Interview on January 26, 1972.

34. Parker, Randall, Assistant Professor of Special Education, The University of Texas, Austin, Texas. Interview on January 31, 1972.

35. Pattillo, Albert, Assistant Superintendent, Austin State School, Austin, Texas. Interview on February 1, 1972.

36. Peck, John, R., Professor of Special Education, The University of Texas, Austin, Texas. Interview on January 31, 1972.

37. Place, Dale, Public Welfare Program Specialist, Texas Rehabilitation Commission, Austin, Texas. Interview on January 26, 1972.

38. Richards, Woody Don, Program Specialist for the Disabled and Disadvantaged, Texas Rehabilitation Commission, Austin, Texas. Interview on January 31, 1972.

39. Roberts, Charles, Psychologist, Austin State Hospital, Austin, Texas. Interview on February 1, 1972.

40. Rodgers, Wayne R., Office of the Attorney General, Austin, Texas. Interview on January 26, 1972.

41. Rodriguez, Rey, Director of Mexican-American Affairs, Hogg Foundation for Mental Health, The University of Texas, Austin, Texas. Interview on February 1, 1972.

42. Slayter, Gary V., Commissioner for Mental Retardation Services, State Department of Mental Health and Mental Retardation, Austin, Texas. Interview on January 31, 1972.

43. Smith, Mrs. Bert Kruger, Assistant to the President for Mental Health Education, Hogg Foundation for Mental Health, Austin, Texas. Interview on February 1, 1972.

44. Smith, Pat, Field Consultant, Texas State Library, Austin, Texas. Interview on February 3, 1972.

45. Sutton, James, Consumer Consultant Attorney, Consumer Credit Commission, Austin, Texas. Interview on January 26, 1972.

46. Towns, Raymond, Director, Parole Division, Texas Youth Council, Austin, Texas. Interview on February 7, 1972.

47. Tunnell, Ira, Deputy Commissioner for Mental Services, State Department of Mental Health and Mental Retardation, Austin, Texas. Interview on February 1, 1972.

48. Vasallo, Bob, Chief of Rehabilitation Services, Texas Department of Mental Health and Mental Retardation, Austin, Texas. Interview on January 28, 1972.

49. Vuris, Mildred, Psychologist, Austin State School Annex, Austin, Texas. Interview on January 28, 1972.

BIBLIOGRAPHY OF RELATED LITERATURE

1. Adair, J. B. (Ed.). My Health Reader. Austin: Texas Education Agency and Texas Department of Health, 1965.

2. Anderson, C. Raymond. Measuring Behavorial Learnings: A Study in Consumer Credit. Baltimore: The Johns Hopkins University, May, 1970.

3. Austin Independent School District. Personalized Education Through Community Participation:The Family of Families Approach. April, 1972

4. Balwin, Thelma & Garvey Catherine. A Self-Instructional Program in Standardized English:Development and Evaluation. Baltimore:The Johns Hopkins University, September, 1969.

5. Bradshaw, Benjamin S. & Poston, Dudley L. "Texas Population in 1970:1. Trends, 1950-1970," Texas Business Review XLV, No. 5, May,1971.

6. Bradshaw, Benjamin S. & Poston,Dudley L. "Texas Population in 1970:2. Trends in Age Composition, 1940-1970," Texas Business Review, XLV, No. 10, October, 1971.

7. Browning, Harley L. & Mclemore, S. Dale. A Statistical Profile of the Spanish Surname Population of Texas. Austin:Bureau of Business Research. The University of Texas, 1964.

8. Bureau of Business Research. Morbidity Evaluation Standards for Socioeconomic Groups. Austin:Bureau of Business Research, The University of Texas, September, 1971.

9. Casavantes, Edward J. A New Look At the Attributes of the Mexican American. Albuquerque, New Mexico:Southwestern Cooperative Educational Laboratory, Inc., March, 1969.

10. Central Brazos Valley Psychiatric Division. Independent Living Project. Austin State Hospital, October, 1970.

11. City of Austin. Community Development Program. 1971-1972. March, 1972.

12. Cleland, Charles C. & Swartz, Jon D. "Deprivation, Reinforcement and Peer Support as Work Motivators:A Paradigm for Habilitation of Older Retardates," Community Mental Health Journal, 1968, Vol. 4, No. 2, 120-128.

13. Cleland, Charles C. & Swartz, Jon D. "Work Deprivation as Motivation to Work," American Journal of Mental Deficiency, March, 1969, Vol. 73, No. 5, 703-712

14. Colgan, Dr. Francis E. Health Occupations Curriculum Development: In Search of a More Powerful Curriculum. Greeley, Colorado: Rocky Mountain Educational Laboratory, Inc., August, 1969.

15. Coordinating Board, Texas College and University System. Annual Report: 1970. Austin: Coordinating Board, Texas College and University System, 1971.

16. Coordinating Board, Texas College and University System. Financial Report. Austin: Coordinating Board, Texas College and University System, 1971.

17. Doeringer, Peter B. (Ed.). Programs to Employ the Disadvantaged. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969.

18. Drennan, William A. (Ed.). The Fourth Strike-Hiring and Training the Disadvantaged. New York: American Management Association Inc., 1970.

19. Education Evaluation and Research Associates. Prevocational Instructor Guide. Austin: Texas Education Agency, June 1968.

20. Education Evaluation and Research Associates. Prevocational Workbook. Austin: Texas Rehabilitation Commission, February, 1970.

21. Education Evaluation and Research Associates. The San Antonio Rehabilitation-Welfare Final Report on Reserach and Demonstration. Austin: Texas Education Agency, March, 1969.

22. Educational Evaluation and Research Associates. The San Antonio Rehabilitation-Welfare Report on Curriculum developed for Prevocational Evaluation Adjustment Classes. Austin: Texas Education Agency, August, 1967.

23. Gatesville State Schools for Boys. Results Through Reading. Gatesville: Gatesville State School for Boys, Undated.

24. Glasser, Edward M. & Ross Harvey L. A Study of Successful Persons From Seriously Disadvantaged Backgrounds. Los Angeles: Human Interaction Research Institute, March 31, 1970.

25. Gromatzky, Irene. Consumer Education for Mexican-Americans. National Conference on Educational Opportunities for Mexican-Americans. ERIC Clearinghous on Rural Education and Small Schools, New Mexico State University, 1968.

26. Guy, Margaret. Local Health Programs-Success or Failure. Undated Study. Texas State Department of Health.

27. Harris, Margaret L. & Harris Chester W. Newly Constructed Reference Tests for Cognitive Abilities. Madison, Wisconsin:Wisconsin Research and Development Center for Cognitive Learning, November, 1971.

27a. Hess, Robert D. Maternal Behavior and the Development of Reading Readiness in Urban Negro Children. National Laboratory on Early Childhood Education. Chicago, Illinois, Undated.

28. Hogg Foundation for Mental Health. Publications List. Austin:Hogg Foundation for Mental Health, The University of Texas, 1970.

29. Human Opportunities Corporation. Austin New Careers. Trainee Manual. Austin:Human Opportunities Corporation, 1971.

30. Inter Agency Committee on Mexican American Affairs. The Mexican American-A New Focus on Opportunity. Washington:U. S. Government Printing Office, 1968.

31. Kreithlow, Burton W. Basic Explorations in Adult Re-education. Madison, Wisconsin:Wisconsin Research and Development Center for Cognitive Learning, April, 1970.

32. Lane, Paul A., Soares, Louise M., & Silverstone, Lester S. A Therapeutic Prevocational Skill-Training Program. Bridgeport, Connecticut:Antoniak Printing, 1970.

33. Louis Harris & Associates, Inc.. Survival Literacy Study. National Reading Council, September 1970.

34. Mager, Robert F. & Beach, Kenneth M. Jr.. Developing Vocational Instruction. Palo Alto, California: Fearon Publishers, 1967.

35. Moustafa, A. Taher & Weiss, Gertrud. Health Status and Practices of Mexican Americans. Mexican American Study Project, Advance Report II. Los Angeles: University of California, School of Public Health, February, 1968.

36. National Citizens Conference on Rehabilitation of the Disabled and Disadvantaged. People Power:A Report of the Conference. Washington:U. S. Government Printing Office, 1970.

37. National Communicable Disease Center. The People Who Did. Fifteen Years of Progress in Disease Control. Atlanta:National Communicable Disease Center, 1968.

38. Office of the Attorney General of the State of Texas. The Informed Consumer, No. 1-9, 1971.

38a. Office of the Consumer Credit Commissioner. The Abused Homeowner. Austin:Office of the Consumer Credit Commissioner, Undated.

39. Office of the Consumer Credit Commissioner. Debt Counseling and Consumer Education in Corpus Christi. Texas: A Definition of the Need and Implementation. Austin: Office of the Consumer Credit Commissioner, Undated.

40. Office of the Consumer Credit Commissioner. Your Rights and Responsibilities as a Texas Consumer. Austin: Office of the Consumer Credit Commissioner, 1972.

41. Office of the Governor. Catalog - State Services to Local Governments. Austin:Office of the Governor, Division of State and Local Relations, September, 1970.

42. Office of the Governor. Cooperative Implementation:Regional Alternatives for Texas. Austin:Office of the Governor, Division of Planning Coordination, September, 1970.

43. Office of the Governor. Directory of Regional Councils in Texas. Austin:Office of the Governor, Division of Planning Coordination, September, 1971.

44. Office of the Governor. Goals for Texas, Phase One. Austin: Office of the Governor, Division of Planning Coordination, September, 1969.

45. Office of the Governor. Goals for Texas, Phase Two. Austin: Office of the Governor, Division of Planning Coordination, September, 1970.

46. Office of the Governor. Major Federal Assistance Programs for Local Governments. Austin:Office of the Governor, Division of State-Local Relations, May, 1971.

47. Office of the Governor. Texas State and Region Newsletter. March, 1970.

48. Office of the Governor. Texas State and Region Newsletter. June, 1970.

49. Office of the Governor. Texas State and Region Newsletter. August, 1971.

50. Ornstein, Michael D. & Rossi, Peter H. Going to Work:An Analysis of the Determinants and Consequences of Entry Into the Labor Force. Baltimore:The Johns Hopkins University, August, 1970.

51. Patton, William F. and Cleland, Charles C. "Birth Order, Sex and Achievement Gain of Institutionalized Retardates," Psychological Reports, 1966, Vol. 19, 327-330.

52. Peavy, James E. Biennial Report. Austin:Texas State Department of Health, August, 1970.

53. Peavy, James E. Quarterly Report. Austin:Texas State Department of Health, November, 1971.

54. Peck, John R. & Fudell, Stanley E. How to Hold Your Job. New York:The John Day Company, 1967.

55. Peck, John R. & Stephens, Will Beth. Success of Young Male Retardates. Austin:The University of Texas, 1964.

56. Portland Public Schools. A Coordinated Program for Vocational Rehabilitation Services for the Mentally Retarded. Portland, Oregon:Portland Public Schools, June, 1968.

57. Preston, James D. & Guseman Patricia B. The Development of Multi-County Regions in Texas. College Station, Texas:Department of Agricultural Economics and Rural Sociology, Texas A&M University, September, 1971.

58. Portland Public Schools. Educable Mentally Retarded. Follow-up Study. Portland Oregon:Portland Public Schools, January, 1971.

59. Portland Public Schools. Instructional Guide. Special Achievement Program. Portland, Oregon:School District No. 1, 1970.

60. Portland Public Schools. Vocational Training for Low Potential Students. Portland, Oregon:Portland Public Schools, June, 1971.

61. Randall, Florence. Getting a Job. Palo Alto, California: Fearon Publishers, 1966.

62. Rocky Mountain Educational Laboratory. Image of the World of Work. - Vol. I. Greeley, Colorado:Rocky Mountain Educational Laboratory, Inc., August, 1969.

63. Rocky Mountain Educational Laboratory. Image of the World of Work. - Vol. II. Greeley, Colorado:Rocky Mountain Educational Laboratory, Inc., August, 1969.

64. Rocky Mountain Education Laboratory. Image of the World of Work - Vol. III. Greeley, Colorado:Rocky Mountain Educational Laboratory, Inc., August, 1969.

65. Schlamp, Fredric T. & Takao, Iwasa. Rehabilitation Research Report. A Comparison of Rehabilitated and Non-Rehabilitated Clients. Sacremento, California:Department of Rehabilitation, February, 1971.

66. Soares, Louise M. & Lane, Paul A. Vocational Rehabilitation in Public Education:An Evaluation. Bridgeport, Connecticut:Antoniak Printing, 1970.

67. State of Texas Executive Department. State of Texas Executive Budget 1972-1973 Biennium. Austin:State of Texas Executive Department, 1971.

68. Texas Board of Mental Health and Mental Retardation. Texas Department of Mental Health and Mental Retardation Annual Report 1970. Austin:Texas Department of Mental Health and Mental Retardation, 1971.

69. Texas Department of Mental Health and Mental Retardation. Facilities and Services in Texas for the Diagnosis and Evaluation of Mental Retardation. Austin: The Information, Education and Referral Service for Mental Retardation, September, 1968.

70. Texas Department of Public Welfare. Monthly Statistical Tabulation of Public Assistance Payments. Administrative Report Series No. 1, Statistical Bulletin No. 4. Austin:Texas State Department of Public Welfare, October, 1971.

71. Texas Education Agency, Adult and Continuing Education Division. Program Report for Adult Basic Education in the State of Texas for 1968-1969. February, 1970.

71a. Texas Education Agency, Adult Basic Education Phase II. Extension Teaching and Field Service Bureau, The University of Texas, Austin, Texas. May, 1969.

72. Texas Education Agency. Information About Critical Adult Education Needs in Texas. Austin:Texas Education Agency, February, 1971.

73. Texas Education Agency. Occupational Orientation Guide. Austin:Texas Education Agency, Undated.

74. Texas Education Agency. Results of Texas Education Agency Survey of Adult Education Guidance and Counseling in Texas 1969-1970. Austin:Texas Education Agency, 1970.

BEST COPY AVAILABLE

75. Texas Education Agency. A Study to Compare the Scholastic Attendance and the Scholastic Achievement of First Grade Students Whose Parents Participated in the Adult Basic Education Program With the Scholastic Attendance and Scholastic Achievement of First Grade Students Whose Parents Did Not Participate in the Adult Basic Education Program. Austin:Texas Education Agency, January, 1971.

76. Texas Employment Commission. An Analysis of Job Orders, Austin, Texas. Austin:Texas Employment Commission, November, 1971.

77. Texas Employment Commission. Interoffice Memorandum, Austin, Texas, June 15, 1971.

78. Texas Employment Commission. Texas Annual Manpower Planning Report. Austin:Texas Employment Commission, January, 1971.

79. Texas Employment Commission. A Survey of Job Applicants, Austin, Texas. Texas Employment Commission, November, 1971.

80. Texas Employment Commission. Work Incentive Program. Training Guide for Program and Employability Orientation. Austin:Texas Employment Commission, Undated.

81. Texas Good Neighbor Commission. Texas Migrant Labor-The 1968 Migration. Austin:Texas Good Neighbor Commission, April 1, 1969.

82. Texas Health Data Institute. Selected Demographic and Health Characteristics. Austin:Texas Health Data Institute, February, 1971.

83. Texas Industrial Commission. 1970-1971 Annual Report. Austin:Texas Industrial Commission, 1971.

84. Texas Library and Historical Commission. Biennial Report of the Texas Library and Historical Commission for 1968-1970. Austin:Texas State Library, January, 1971.

85. Texas Research League. A Study of the Potential Capabilities and Child Rearing Practices of Parents in Active Aid to Dependent Children Cases. Austin:Texas Research League, November, 1959.

86. Texas State Board of Public Welfare. 1970 Annual Report Austin:State Department of Public Welfare. August, 1970.

BEST COPY AVAILABLE

87. Texas Youth Council. Annual Report of the Texas Youth Council to the Governor. Austin:Texas Youth Council, August, 1970.

88. Texas Rehabilitation Commission. A Collection of Abstracts. Austin:Texas Rehabilitation Commission.

Vocational Unit of Good Samaritan Training Center. BD-0606.

Work Classification and Evaluation Project. RD-0503

Mid-Life Attainment of the Mentally Retarded. RD-0991

Habilitation of Mentally Retarded Youth:Parts 1&2 RD-0050 A and B.

An Analysis of the Occupational Training Project For the Retarded. RD-0743.

A Haptic Intelligence Test for Adult Blind. RD-0282.

Vocational Training of Mentally Handicapped Adolescents. RD-0242

Evaluating and Developing Vocational Potential of Institutional Retarded Adolescents. RD-0425.

Work Trial in a General Hospital Using the Tower System for a Selection of Clients. RD-0619.

Occupational Training Center and Sheltered Workshop. RD-0237.

A Co-operative Program of Special Education-Vocational Rehabilitation:Bridging the Gap Between School and Employment. RD-0771.

A Special Class Curriculum and Environment and Vocational Rehabilitation of Mentally Retarded Young. RD-0842.

Sioux City Work Evaluation and Training Project for The Mentally Retarded. RD-0854.

Validation of the Vocational Capacity Scale Utilizing Institutionalized Retardates. RD-1619.

Predicting the Rehabilitation of Disabled Urban Public Welfare Clients. RD-1513B.

Coordinated Programming of Vocational Rehabilitation and Special Education Services for the Mentally Retarded. RD-1640.

BEST COPY AVAILABLE

A Work Experience Program for the Mentally Retarded in Their Last Year of School. RD-1675.

Coordinated Program of Vocational Rehabilitation and Special Education Services for the Mentally Retarded. RD-1682

Development of a Program of Rehabilitation for Mentally Retarded Young Adults in a Rural Setting. RD-0693.

Development of Occupational Evaluation and Training Center for the Mentally Retarded. RD-0308.

Rehabilitation Versus Poverty. RD-1250.

The Regional Rehabilitation for Work Center. RD-0610.

The School Rehabilitation Counselor, (Monograph No. 5) RD-1818B

A Work Experience Program for the Mentally Retarded in Their Last Year of School. RD-1736.

Pre-Vocational Therapy Demonstration in a General Hospital and Rehabilitation Center. RD-0234.

Pilot Demonstration Rehabilitation Center Washington, D.C. Area. RD-0072.

A Regional Program of Services for the Handicapped. RD-0129.

C-BARC Occupational Center. RD-0202

Social-Perceptual Training for Community Living: Pre-vocational Units for Retarded Youth. RD-1388

Employment of Social Work Faculty During Summer 1967. DP-0325.

Training in Community Organization for Selected Public Welfare Directors. DP-0331.

The Rehabilitation of Parolees:The Application of Comprehensive Psychosocial Vocational Services in The Rehabilitation of Parolees. RD-1551.

Standardization of the Vocational Interest and Sophistication Assessment. RD-1221.

Vocational Rehabilitation Research in a Regional Respiratory Center for Poliomyelitis. RD-0034.

BEST COPY AVAILABLE

The Measurement of Vocational Needs:Minnesota Studies in Vocational Rehabilitation:XUI. RD-04226.

A Personal Adjustment and Pre-vocational Center for Non-feasible Deaf Adults. RD-0801.

The Utilization of Rehabilitation Research -Concepts, Principles and Research. RD-3017.

Neuromuscular Response and Work Samples as Predictors of Job Performance. RD-1990.

Studies in Aphasia:An Approach to Testing Manual of Administration and Scoring for the Language Modalities Test for Aphasia. RD-0168.

Research and Demonstration Design Progress Report and Phase I. Results. RD-1513.

89. Texas Rehabilitation Commission. A Follow-up Survey of Rehabilitated Clients in 1968. Austin:Texas Rehabilitation Commission, September, 1969.

90. U. S. Department of Health, Education and Welfare. Upward Bound. A Program to Help Youth from Low-Income Families Achieve a College Education. September, 1970.

91. U. S. Department of Labor. Negro Employment in the South, Volume I:The Houston Labor Market. Washington:U. S. Government Printing Office, 1971.

92. U. S. Department of Labor. Sub-employment in the Slums of San Antonio. November, 1966.

93. U. S. Office of Education-Region VII. Summary for FY'69-Forecast for FY'70. October, 1969.

94. U. S. Office of Education-Region VII. Phase I Report. February, 1969.

95. U. S. Office of Education-Region VII. Phase II Report. May, 1969.

96. U. S. Office of Education-Region VII. Final Report, FY'1970. July, 1970.

97. U. S. Office of Education-Region VI. Final Report, Reliability of the ABE Biographical Data Form and Analyses of Findings on ABE Students and Staff.

98. Winston, Steve. Hard Core Unemployment. Unpublished Term Paper, The University of Texas, Austin, Texas, 1971.

99. Zimpel, Lloyd (Ed.). The Disadvantaged Worker-Readings in Developing Minority Manpower. Reading, Mass.:Addison-Wesley Publishing Company, 1971.

LIST OF SITES

PARTICIPATING IN TESTING

REGULAR SITES

BEST COPY AVAILABLE

Alabama

1. Mobile
   Owens School of Adult Learning Center

2. Huntsville
   Adult Learning Center

Arizona

3. Phoenix
   Central Arizona College,
   Adult Educational Program

Arkansas

4. Little Rock
   Little Rock Vocational Adult Achool

5. Pine Bluff
   Jefferson County ABE Program

California

6. Sacramento
   Fremont School For Adults

7. Los Angeles
   a) Adult Learning Center
   b) Menlo Adult Center

8. City of Industry
   La Puente Valley Adult School

Connecticut

9. Hartford
   Adult Learning Center

10. Waterbury
    Adult Learning Center

Delaware

11. Smyrna
    Delaware Correctional Center

Florida

12. Orlando
    Orange County Adult Educational Program

Georgia

13. Savannah
    Chatham County Dept. of Family and Children Services
    WIN Program

Idaho

14. Twin Falls
    Adult Education Program of College of Southern Idaho

Illinois

15. Decatur
    Decatur Adult Learning Center

16. Peoria
    Peoria Adult Learning Center

17. Chicago
    a) Manpower Clerical Skills Center
       Chicago Board of Education
    b) Midwest Success Training Associates

Indiana	18. Gary Adult and Vocational Education Lakeridge Schools
Iowa	19. Sioux City Adult Education Western Iowa Tech
Louisiana	20. Monroe Northeast Louisiana Learning Center
	21. New Orleans Adult Education Orleans Parish School Board
	22. Gretna Adult Education Gretna Parish School Board
	23. New Iberia Adult Education Iberia Parish School Board
	24. Lafayette Lafayette Vocational Technical Adult Education Center
Maryland	25. Baltimore Baltimore Community Board for Adult Education
	26. Cumberland WIN, Adult Education Center ABE, Allegeny Board of Aducation
	27. Salisbury Adult Education Center Wicomico County Board of Education
Minnesota	28. Saint Paul a) Methodist Adult Learning Center b) St. Paul Adult Learning Center c) Center for Indians d) Brown Community Center
Mississippi	29. Jackson Adult and Vocational Education
Nebraska	30. Lincoln Lincoln Public School District, Adult Aducation
	31. Scottsbluff Nebraska Western College, Adult Education
	32. Chadron Chadron State College Adult Education

BEST COPY AVAILABLE

BEST COPY AVAILABLE

New Jersey

33. Trenton
WIN - Adult Learning Center

34. New Brunswick
WIN - Adult Learning Center

35. Asbury Park
WIN - Adult Learning Center

New Mexico

36. Springer
Division of Professional Services
New Mexico Boys' School

37. Albuquerque
Bernalillo County Juvenile Detention Home

38. Santa Fe
a) ABE Director
New Mexico Dept. of Education
b) New Mexico State Prison

Ohio

39. Columbus
Adult Learning Center
Columbus Public Schools

Oklahoma

40. Drumright
Drumright High School, Adult and Vocational Education

41. Tulsa
Director of Adult Education
Tulsa School District

Oregon

42 Portland
Dean of Community Education
Portland Community College

Pennsylvania

43 Lancaster
Adult Basic Education

Rhode Island

44 Cranston
Dept. of Ed., St. of R.I.
Adult Learning Center

45 Warwick
Dept. of Ed., St. of R.I.
Adult Learning Center

46 Woonsocket
Dept. of Ed., St. of R.I.
Adult Learning Center

47. Providence
Dept. of Ed., St. of R.I.

BEST COPY AVAILABLE

Texas

48. Houston
    Texas Employment Commission - orientation
    WIN

49. Texarkana
    Texas Employment Commission
    WIN

50. Houston
    Texas Employment Commission
    WIN

51. San Antonio
    Texas Employment Commission

52. San Antonio
    Texas Employment Commission

53. Huntsville
    Huntsville Prison

54. San Angelo
    Adult Learning Center

55. San Antonio
    Adult Basic Education

Vermont

56. Burlington
    Adult Education Learning Center

57. Newport
    Adult Education Learning Center

58. Springfield
    Adult Education Learning Center

59. Randolph
    Randolph Adult Education Learning Center

Washington

60. Seattle
    Division of Community Services
    Seattle Central Community College

61. Midway
    Highline Community College

* . Mount Vernon
    Skagit Valley College
    *N.B., after this site was visited, participation was refused because of examination level.

BEST COPY AVAILABLE

West Virginia	62. Charleston Cabell Adult Center
	63. Beckley Teal School Adult Learning Center
	64. Huntington Cabell County Adult Learning Center
Wisconsin	65. Kenosha Kenosha Technical Institute
Wyoming	66. Cheyenne Laramie County Community College
	67. Casper Employment Service Commission, Wyoming

CONTROL SITES

Houston, Texas	68. Stephen F. Austin High School
	69. Abraham Lincoln Jr.-Sr. High School
	70. Jack Yates High School
	71. Phyllis Wheatley High School
	72. Jefferson Davis High School
	73. Houston Technical Institute
Irving, Texas	74. Irving Independent School District.